



Sandhills Middle

582 Meadowfield Road
Gaston, SC 29053

Grades	7-8 Middle School	
Enrollment	497 Students	
Principal	Justin Nutter	803-926-1890
Superintendent	Dr. Linda G. Lavender	803-568-1000
Board Chair	Mrs. Shelia Parkman	803-568-2786

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Below Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

97.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	1	30	13	1

* Ratings are calculated with data available by 06/01/2010.

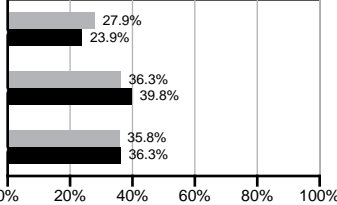
Palmetto Assessment of State Standards (PASS)

Exemplary

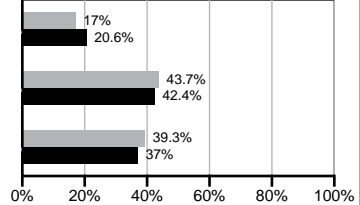
Met

Not Met

English/Language Arts



Mathematics

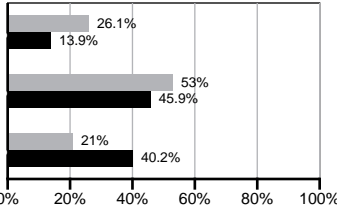


Exemplary

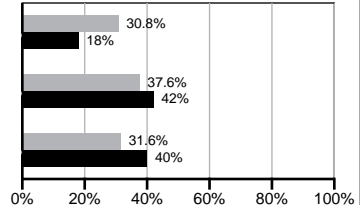
Met

Not Met

Science



Social Studies

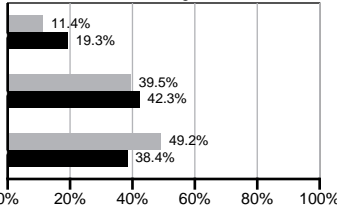


Exemplary

Met

Not Met

Writing



Our school

Middle schools with Students Like Ours

* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	88.6%	92.1%
English 1	88.3%	89.7%
Physical Science	N/A	94.8%
US History and the Constitution	N/A	N/A
All Subjects	88.5%	91.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=497)				
Students enrolled in high school credit courses (grades 7 & 8)	47.9%	Up from 47.2%	21.6%	21.6%
Retention rate	0.6%	No Change	1.5%	1.2%
Attendance rate	94.8%	Up from 94.7%	95.6%	95.9%
Eligible for gifted and talented	11.9%	Down from 14.4%	12.8%	14.8%
With disabilities other than speech	17.6%	Up from 14.0%	14.0%	12.6%
Older than usual for grade	1.2%	Down from 2.5%	3.4%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Down from 1.4%	1.1%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	47.4%	Down from 48.6%	56.2%	56.9%
Continuing contract teachers	57.9%	Up from 40.5%	70.0%	72.7%
Teachers with emergency or provisional certificates	16.0%	Down from 18.2%	7.2%	5.3%
Teachers returning from previous year	71.0%	Down from 73.7%	79.8%	82.9%
Teacher attendance rate	95.3%	Up from 93.8%	95.2%	95.2%
Average teacher salary*	\$40,536	Up 7.2%	\$45,958	\$46,599
Professional development days/teacher	12.4 days	Down from 14.7 days	12.0 days	10.8 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	20.5 to 1	Down from 21.7 to 1	19.4 to 1	20.1 to 1
Prime instructional time	89.1%	Up from 86.8%	89.8%	89.9%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.9%	97.7%	97.8%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$8,062	Up 6.1%	\$7,938	\$7,645
Percent of expenditures for instruction**	49.8%	Down from 54.6%	63.4%	63.4%
Percent of expenditures for teacher salaries**	45.0%	Down from 50.3%	55.2%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

The students, parents, faculty, and staff at Sandhills Middle School are proud to work together to create an exemplary learning community that embodies our mission of "being and creating life-long learners in a safe and supportive environment."

During the 2008-09 school year, our learning community focused on building our capacity to actively utilize student performance data to inform and guide instruction. Our team developed our ability to effectively assess student learning in multiple ways through the utilization of multi-format summative assessments. The collaborative analysis of these assessments enabled us to intentionally focus instruction on specific student needs. The creation and use of data notebooks assisted teachers in tracking student academic progress and interventions. The implementation of MAPS (Measure of Academic Progress) testing provided benchmark achievement scores for students in mathematics and language arts throughout the year.

Our commitment to ensure student performance at the highest level was demonstrated in our focus on providing proactive assistance to academically and behaviorally at-risk students. We continued to develop our framework to identify and address the specific needs of at-risk students through the assistance of the entire school community. Our STARS Team (Support Team for At-Risk Students) helped us mentor and provide individual assistance to students who need additional support to experience success. Our morning tutoring, Thursday Academic Acceleration classes, additional core content classes, and focused small-group enrichment classes for at-risk students helped us to maximize the opportunities for teachers and students to work on specific areas of need.

Sandhills Middle continues to seek to meet the diverse needs of our students through providing a program of courses that foster individual growth and career development. We continued to develop the effectiveness of inclusion of special education students within the general population in order to provide purposeful and rigorous learning for all students. The implementation of quarterly student recognition assemblies complete with student fine arts performances showcased our students for the school and community. Our Tiger Pride student incentive program was enhanced through the creation of our Gold Card program that provides special recognition and rewards to students with outstanding attendance, academics, and conduct.

As we move into the 2009-10 school year, Sandhills Middle School is committed to continuing to establish high standards by creating a learning environment which ensures student performance at the highest level. Our challenges for 2009-10 include the continued development of our ability to effectively assess student learning, provide targeted and timely interventions, and developing our school's influence in the local community.

Justin Nutter, Principal

Patricia Carter, Chair, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	196	193
Percent satisfied with learning environment	100.0%	66.3%	79.6%
Percent satisfied with social and physical environment	100.0%	65.3%	81.7%
Percent satisfied with school-home relations	77.4%	75.9%	76.6%

* Only students at the highest middle school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	9.7%	0.0%	No
Student attendance rate	94.8%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	498	99.4	36.7	36.9	26.4	72.3	74.6	82.8	Yes	Yes
Gender										
Male	266	99.3	42.6	36.1	21.3	68.3	69.9	79.3	N/A	N/A
Female	232	99.6	30	37.8	32.3	77	79.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	368	99.2	35.1	34.8	30.1	73.6	76.5	89.5	Yes	Yes
African American	99	100	41.8	45.1	13.2	65.9	69.5	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	28	100	40.7	37	22.2	74.1	69.9	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status										
Disabled	89	97.8	87	9.1	3.9	23.4	33.2	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	19	100	55.6	16.7	27.8	61.1	64.3	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	349	99.4	42.2	38.3	19.6	66.6	69.2	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	498	99.4	39.5	46.8	13.7	74.7	72.2	78.9	Yes	Yes
Gender										
Male	266	99.3	42.6	47	10.4	73.5	70.9	77	N/A	N/A
Female	232	99.6	35.9	46.5	17.5	76	73.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	368	99.2	35.9	47.5	16.5	74.8	73.7	87.2	Yes	Yes
African American	99	100	57.1	38.5	4.4	69.2	66.2	66.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	28	100	29.6	63	7.4	88.9	75.3	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status										
Disabled	89	97.8	N/AV	N/AV	N/AV	32.5	36.5	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	19	100	44.4	50	5.6	83.3	69.6	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	349	99.4	45.8	44.6	9.6	70.2	68.3	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	375	99.7	20.5	53.3	26.2	79.5	64.8	67.5
Gender								
Male	199	100	19.1	55.3	25.5	80.9	65	67
Female	176	99.4	22.1	50.9	27	77.9	64.6	68
Racial/Ethnic Group								
White	279	99.6	18.3	51.7	30	81.7	68.7	79.5
African American	74	100	31.3	55.2	13.4	68.7	51.5	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	21	100	15	70	15	85	64.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	66	98.5	55.2	39.7	5.2	44.8	35	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	14	100	15.4	76.9	7.7	84.6	61	59.6
Socio-Economic Status								
Subsided meals	265	100	25.5	54.2	20.3	74.5	58.7	55.1

Social Studies

All Students	378	99.5	31.3	37.8	31	68.8	71.7	72.3
Gender								
Male	202	100	32.3	38.6	29.1	67.7	70.5	71.5
Female	176	98.9	30.1	36.8	33.1	69.9	73.2	73.2
Racial/Ethnic Group								
White	279	99.6	29.8	36.6	33.6	70.2	73.8	80.7
African American	76	100	34.8	42	23.2	65.2	68.4	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	21	95.2	42.1	36.8	21.1	57.9	56.3	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	75	98.7	70.8	24.6	4.6	29.2	45	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	16	93.8	50	28.6	21.4	50	54.1	67.9
Socio-Economic Status								
Subsided meals	262	99.6	37.9	37.5	24.6	62.1	66.8	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	503	98.8	48.7	39.8	11.5	51.3	51.2	70.2	94.8	95
Gender										
Male	269	98.9	56.6	36.3	7.2	43.4	41.9	63.2	94.8	94.9
Female	234	98.7	39.7	43.8	16.4	60.3	61.6	77.5	94.9	95
Racial/Ethnic Group										
White	374	98.7	46.8	39.4	13.8	53.2	53.6	79.1	94.4	94.6
African American	97	99	53.8	41.8	4.4	46.2	45.5	57.6	96.3	96.1
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	86.2	96.7	93.8
Hispanic	29	100	57.1	39.3	3.6	42.9	43.2	62.6	95.6	95.5
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	68.7	92.2	91.8
Disability Status										
Disabled	88	98.9	84.6	14.1	1.3	15.4	13.5	26.1	94.5	94.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	18	100	N/AV	N/AV	N/AV	38.9	43.6	61.2	96.3	95.8
Socio-Economic Status										
Subsidized meals	357	98.6	54.2	37.2	8.6	45.8	45	58.9	94.5	94.7

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	257	99.6	33.2	37.4	29.4	66.8
	8	241	99.2	40.4	36.4	23.2	59.6

Mathematics

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	257	99.6	34.5	51.3	14.3	65.5
	8	241	99.2	44.7	42.1	13.2	55.3

Science

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	257	99.6	18.9	55.5	25.6	81.1
	8	118	100	23.9	48.7	27.4	76.1

Social Studies

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	257	99.6	32.8	37.4	29.8	67.2
	8	121	99.2	28.1	38.6	33.3	71.9

Writing

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	261	98.9	46.9	40.2	12.9	53.1
	8	242	98.8	50.7	39.3	10	49.3

Abbreviations for Missing Data

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